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The Continuing School Census System in a Small City

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THE
CONTINUING SCHOOL CENSUS SYSTEM
IN
A SMALL CITY

BY
HORACE JAMES GOOD

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF
THE COLLEGE OF WILLIAM AND MARY
FOR THE DEGREE OF
MASTER OF EDUCATION
1947

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TABLE OF CONTENTS

CHAPTER	PAGE
I. Background Of the Project	1
II. Approach To the Problem	4
III. Procedure In Applying the Selected Method	12
IV. Findings.	23
V. Conclusions From the Study.	35
BIBLIOGRAPHY	
APPENDIX	
VITA	

LIST OF TABLES

NUMBER	PAGE
I. Distribution Of Children Within Census Ages Classified By Age, Residential Status, and School Attendance. .	24
II. Classification Of Children By Occupations Of Fathers	28
III. Classification Of Children By Vocation Of Mother In Cases Of Both Parents Supporting the Home	31
IV. Classification Of Children By Vocation Of Mother In Cases Of Permanent Separation Of Father From the Home	33

LIST OF FIGURES

NUMBER	PAGE
1. Residence Enumeration Map	19
2. School Population Map	21

CHAPTER I

BACKGROUND OF THE PROJECT

The project with which this report deals is concerned with the development of procedures and materials necessary in carrying on an accurate and comprehensive continuing census of those population categories which are important to planning in the administration of a school system. The continuing census will here be treated from the point of view of the public school administrator. The term itself will be interpreted to mean recording and revising throughout the year school population statistics in keeping with actual changes within a prescribed area.

As first considered, it was thought that the study might involve the analysis and evaluation of a system of continuing census as it was in operation in a typical school division in the state. A visit to the Office of the State Board of Education, however, and conversations with both the Director of Research and Statistics and the Director of Secondary Education indicated that no system of continuing census was being used within the state.

Investigation of continuing census methods as practiced in school districts of other states was undertaken. It was learned that as yet the continuing census system has not come into widespread use, having been adopted in modified form by four states only, and several of the larger cities. However, the favorable comments about this system of maintaining the census made by those using it and by those observing it in practice encouraged a decision for further study of the subject.

In order to pursue this interest in the continuing census, therefore, it was necessary to locate an area in which to examine the practicality and more general application of this method of recording school population statistics. A project was found to be in progress in the City of Williamsburg, Virginia, with its established purpose that of finding the most practical solution to a school population problem. In this situation, county pupils from the surrounding area were enrolling in the Matthew Whaley School of Williamsburg. This arrangement was found to be satisfactory and practicable until the increased enrollment of Matthew Whaley School led to an overcrowded situation. A fact-finding committee, representing the several districts from which county pupils are coming to Matthew Whaley School, was formed to gather information that would point to the most practicable solution of the problem of providing adequate educational opportunity for the school populations of both Williamsburg and the adjacent districts in York and James City Counties. A knowledge of the Characteristics and distribution of the school population in the City of Williamsburg was deemed to be essential to progress toward the solution of the problem under consideration. In connection with securing information for the city, opportunity was afforded to develop and evaluate a system of continuing census.

Within the City of Williamsburg it was found that the most recent census record, taken as required in the regular quinquennial year of 1945, had been made during a time when an influx of service personnel and their families had abnormally increased

the population, thereby lessening to a degree the reliability of the census. This regular census had been taken according to state prescription which provides for counting only children of school age, still further limiting its predictive value. To meet this need for more exact information, it was proposed to examine, through utilizing the continuing census method, the situation with regard to school population in Williamsburg.

There was definite need, therefore, for a system of continuing census that could be adapted to a small city such as Williamsburg. With such a system, facts would have continually been at hand to disclose increases and decreases of population, and to provide much of the information required in a situation such as this now found in the city concerned.

The cooperation of the Superintendent of Williamsburg Schools was secured. With his approval it was decided to undertake a census enumeration of the city and to develop a plan designed continuously to reflect true population statistics.

The purpose of the present study, then, evolved as that of developing a continuous school census system for a small city — a census system that would furnish a simple, efficient, and effective means whereby current census data would be at all times available to those responsible for school policies and administration. The area included in the census was restricted to the established city limits of Williamsburg.

CHAPTER II

APPROACH TO THE PROBLEM

In selecting an approach to this problem of devising a continuing school census system for a small city, a review of literature on the subject was undertaken. After thorough search of available materials, a conclusion similar to that of Heck was reached.

Research in this area is most conclusive in showing diversity both in present practice and in current legislation. It fails to give definite evidence regarding the better procedures.¹

Writings on the subject of the continuing census, with one exception, were found to associate that type of census with the larger city. R. L. Terry,² writing in the official organ of the Missouri State Teachers Association, describes a system for continuous census modified for use in the small rural community.

Due to the inadequacy of published guides for practical application, correspondence with various school directors was resorted to as an additional aid in gathering information. From this source there were learned many more particulars of census enumeration systems as they are presently operated.

From study of the information secured from the sources

¹ Arch C. Heck, "School Census," Encyclopedia of Educational Research (New York: The Macmillan Company, 1941), p.1014.

² R. L. Terry, "Continuing Census and the Small School," School and Community, 30:186-187, May, 1944.

enumerated, it was determined that there are now in use six different census enumeration systems. These six systems are briefly described in the paragraphs which follow.

1. Periodic census enumeration. This method of obtaining census information is referred to by Reeder³ as the "old-fashioned census." It is the most common one in use today, being specifically provided for in statutes of 38 of the 42 states that require census-taking.⁴ Under this system, hired census enumerators canvass the community at intervals of from one to five years, recording the information called for in their census sheets. In the form in which the periodic census is found in school districts of Virginia, it is unsupported by any method of keeping the recorded information up to date.

2. Continuous census of in-school population. Chattanooga, Tennessee,⁵ has had for two years a system for maintaining census information on in-school population. Desired information is supplied to the attendance office by all school principals shortly after the opening of schools in the fall. This information is filed

³ Ward C. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), p. 487.

⁴ Haris M. Profitt and David Segel, School Census, Compulsory Education, Child Labor: State Laws and Regulations, United States Office of Education, Bulletin, 1945, Number 1 (Washington, D. C.: Government Printing Office, 1945), p. 6.

⁵ Information secured through correspondence with the Superintendent of Schools.

on individual cards for each pupil and is maintained up to date through supplementary weekly reports from each of the schools.

3. Continuous census maintained by annual enumeration.

The cities of Altoona and Pittsburgh, Pennsylvania,⁶ are currently employing a continuous census system of this type. Family cards and individual record cards for each census-age child are kept in the central attendance office. A school transfer system operates in these cities and provides the attendance office with a copy of each transfer slip made out. The census-takers report new families that have not been previously recorded in the continuing census files, and a field worker then calls on each family to obtain the complete information desired for the continuing records. Corrective or additional information for maintaining the data already in the files is placed directly on the individual record cards which are carried from house to house by the census enumerator in the process of taking the census of families.

4. Continuing census supplemented by quinquennial enumeration. In his study of the census systems, Heck⁷ states that he prefers this system. It is similar to the one pointed out in the preceding paragraph, except that community governmental departments, public service companies, and other local agencies that might have information about changes in resident population are utilized in

⁶ Information obtained through correspondence with the Superintendent of Schools of each of these cities.

⁷ Arch C. Heck, Administration of Pupil Personnel (Boston: Cinn and Company, 1929), p. 165

this system. Regular reports from these local agencies are gathered and investigated, and the information obtained is posted to the census cards to maintain at all times accurate information concerning the school population of the community. The quinquennial enumeration is made in order to regularly check the accuracy of the information held in the census files, and to correct any inaccuracies that might be revealed therein.

5. Continuous census record without periodic census enumeration. New Rochelle, New York,⁸ is relying on this method for their census information, having last taken a regular census in 1938. This type of system for maintaining census data utilizes a canvassed enumeration to provide primary information which is kept current through reports provided by newspaper items, hospitals, Board of Health, etc. Visiting teachers are employed to discover and investigate indications of information that will keep census data up to date. Mimeographed forms are mailed to non-public schools for report on children attending there.

6. School registration. Heck⁹ reports that California and New York have provided for registration of children with school authorities. He suggests that registration should occur at the birth of the child, and that parents should be required to record

⁸ Information obtained through correspondence with Superintendent of Schools.

⁹ Heck, op. cit., p. 176.

their children the first day after moving into a new community.

Selection of one of these six methods of recording the census for use in this study involved considerations of economy, utilization of present facilities, and ease of administration. As originally planned, the system would have to be simple, efficient, and effective.

With these criteria in mind, the possible types of census systems were evaluated. The first type, making use of only the periodic enumeration, was seen as affording no improvement over the system in current use. In writing of this matter, Reeder¹⁰ seems to want to add to his three-point criteria of census systems, that it must be "continuous." Heck¹¹ points out seven distinct faults of the periodic census enumeration system when relied upon without a continuing census aid:

1. Accurate data regarding the children of the district can never be had except at the moment the census is completed. This is owing to the fact that, strange as it may seem, people persist in being born, in dying, and in changing places of residence. . . .
2. Assuming that the data are accurate, they are recorded in such a way that it is difficult to secure needed information. . . .
3. The material is unreliable. Enumerators often fail to make an actual house-to-house visitation. . . .
4. Even when the census-taker actually visits the home, opportunities for false reports are plentiful. The parent can falsify regarding the child's age with little likelihood of detection. . . .
5. It is difficult to use the census to help enforce the compulsory attendance laws, for, in order to do this, it must be compared with enrollment so as to locate nonattendants. . . .
6. It is difficult to compare the names on the census

¹⁰ Reeder, op. cit., p. 486.

¹¹ Heck, op.cit., pp. 149-151.

sheets with those on the enrollment sheets. The census sheets contain the names of children listed by blocks and not alphabetically. The school enrollments are alphabetically arranged by classes. . . .

7. The comparison is rendered more difficult by the fact that census ages seldom correspond with compulsory school ages. . . .

These points sum up many of the weaknesses this project was attempting to overcome. In light of these considerations, it was determined that the census system selected for use in this project should be continuous in nature.

The next type of census was considered — continuous census of in-school population. Here there was found to be lacking the benefit of accurate predictions concerning future school population made possible when information is recorded at birth of each child. Neither can it be held that this method is of value in enforcing the attendance law, because this system would afford attendance officers no more information concerning age and place of residence than that available from the periodic census. Records are simply conveyed from the principal's office to the attendance office. If the census is to be used for distribution of state funds, Reeder¹² presents the argument against such a basis being used, saying, ". . . it does not take into account the ability, the need, and the effort of the local community." Furthermore, census of in-school population depends upon a reliable transfer system. Standardized transfer systems are as yet confined to a few states, and in their best form depend greatly upon information given by children prior to moving.

¹² Reeder, op. cit., p. 486.

This method, therefore, was rejected as being ineffective and inaccurate.

The continuous census maintained annually by a house-to-house canvass would seem to involve unnecessary expense, especially where there is fairly static population. This system reflects census statistics that can be corrected to date only at the time when information from the annual census has been posted. But, by the time all new residents have been visited and data concerning them placed in the files, it may be assumed that the census is once again out of date. It is evident that this system depends greatly upon the information gathered through house-to-house canvass, therefore possessing many of the weaknesses pointed out for the periodic enumeration in a foregoing paragraph. The transfer system serving between schools provides a small amount of information useful generally in enforcing compulsory attendance laws.

The continuing census verified by quinquennial enumeration will be considered in a subsequent paragraph. A continuing census without provision for verification through periodic enumeration depends entirely for its accuracy upon the agencies gathering the information. There is provided no check on the validity of the information other than individual reviewing by attendance officers and visiting teachers. Such a system is analogous to a store which does not take inventory, relying upon desultory spot-checking by its employees for accurate information as to stock on hand.

Required school registration depends for its reliability upon enactment and enforcement of a state law providing for such

registration. Where all children of census age register with the local school board, a system of continuing census is automatically put into force.

In light of these conclusions concerning the six systems for maintaining a census, it was decided that a continuing census of children from birth to twenty years of age, with quinquennial house-to-house canvass as a check, was the system best adapted to the Williamsburg situation. It was found to have these distinct advantages in local application:

1. A continuing census can be adjusted to utilize for its operation the existing administrative staff.

2. Complete school census enumeration every five years is in accord with the state law.

3. In the present situation, which requires accurate enrollment predictions for planning building facilities, there is recognized a need for a census of more than in-school population. The system proposed meets this need since it provides for a continuous census of children from birth to twenty years of age.

4. Since the city was found to have a reasonably constant population, checking of the continuous census quinquennially was considered adequate.

CHAPTER III

PROCEDURE IN APPLYING THE SELECTED METHOD

The method selected and now to be applied is the continuous census verified through a house-to-house canvassed enumeration each quinquennium. This chapter will recount the actual work performed in gathering information upon which a continuing census system in a small city could be built.

A continuing census system is "continuing" in that it provides for maintaining up to date information which was secured on a specific prior date. Since it is a census system, the information to be provided is data concerning the population — in this case, the population between birth and 20 years of age. Providing this basic data, therefore, was determined as the first phase of work to be performed in applying the proposed census program to the City of Williamsburg. Data derived from this work would also provide for the immediate needs of the school officials in their planning for adequate school facilities.

It was already determined that the information provided by the most recent regular census, taken in 1945, was not adequate. This census had been enumerated during a period when an influx of the families of service personnel had caused a sharp increase in population. Due to the fact that the population had now returned to a state more nearly normal, it was decided to conduct a new census to secure accurate basic information upon which to establish a continuing census system.

The Superintendent of City Schools of Williamsburg was approached on the matter of this census, and he agreed to provide

what assistance would be required from his office. He expressed a desire to obtain up-to-date census information to be used in studying the need for school facilities in the Williamsburg area.

In preparing for the census enumeration of Williamsburg, tasks were accomplished in the order in which they are described in the paragraphs that follow.

1. Limiting the area. In preparing for an enumeration of the school population, it was first necessary to decide upon the exact territory to be covered by the census. The established city boundary was considered an exact and logical limit to define the area. A map which included the most recent revision of the city limits was provided by the Superintendent of City Schools. This map was referred to for street plans and city boundaries during the census-taking.

2. Developing a form. The question of a recording form to be used in the census was settled by adopting a slightly modified version of the official Virginia form used in the regular census of 1945. An adequate supply of these recording sheets was found to be available at the office of the State Superintendent of Public Instruction. These forms required little changing for this special use as may be seen by reference to Appendix A. The date of the form was changed to that of the present year, and provision was made for counting temporary residents. There were no changes necessary to allow for the enumeration of pre-school-age children.

3. Securing publicity. Further preparation for the census enumeration of the city involved informing the residents of the city that a census was to be conducted. It was intended that

this announcement of the coming census should reach the majority of residents and result in their being at home when the enumerator called, ready with the proper information for a school census. To achieve this end, two days prior to the actual beginning of the census, the newspapers were given an item which announced to the residents of Williamsburg the intended census, the reason for the census, the name of the census-taker, and the approximate duration of the census period.

4. Establishing authenticity. A precautionary measure was taken in providing the census enumerator with a formal letter of authorization. Such a letter was prepared by the Superintendent of City Schools, bearing his signature, and stating that the bearer (by name) was conducting an official school census of the city in the service of the municipal school board. This letter was intended for display whenever the authenticity of the census was questioned.

The actual house-to-house canvass was then begun, commencing at one extreme end of the city and covering the area street by street. Using as a model the map furnished by the school superintendent, the several sections of the city were sketched on folders used to carry the census forms. As each new street was approached for canvassing, all houses on the street were noted on this map before enumeration was begun. As the census of each house was taken, a notation was made in the symbol on the map which represents that particular residence, indicating the number of occupants of the home. A second notation in colored pencil was made to show the number of census-age children. This information, which was in addition to that required for completing the census form, was re-

corded to avoid missing any home, and in order that data concerning population and census-age children could later be reproduced on a larger map of the entire city.

The census form shown as Appendix A was used in enumerating the information at each home. Time required in completing this form seldom necessitated visiting a home for a period longer than ten minutes. Information was requested from the parent in the order shown on this census sheet.

It was first determined whether or not there were persons in the home of census age. If there were none, there was no information to be recorded on the census sheet. In such cases, information was obtained to complete a residence enumeration that required determining the number of occupants in the home, the number of apartments in the building, and whether or not there were other dwellings located on the property lot. This information was then placed on the folder used to carry the census sheets, and the count of families thus maintained.

Where there were children of census age in the home, the census sheet was first completed. The name of the city was known and was entered in the space provided. The name of the father was obtained from the parent, then the family address, followed by the father's occupation. This same information was requested for the mother. It was then asked that the name of the oldest child under twenty years of age be given. For this child, the birthdate was requested, and the age of this oldest child was asked. These two numbers indicating the year of birth were mentally checked by the enumerator in order to verify accuracy. It was requested that,

If there were available any record of the birth of children, such record be shown in order that this information could be further verified. The space on the census sheet calling for "Age in Years as of Sept. 1, 1947" was mentally computed by the enumerator while the question was being asked to obtain the information. This provided another check on information being given. Then the grade in school was asked, whether the child was male or female, and whether or not the child was attending the city school. If the school attended was other than the city school, exact information was obtained in a tactful manner as to the name and nature of the school, and this information was written on the record. Additional questions were asked to determine if the child would attend school next year, and, if so, where; whether he could read and write; and if there were any physical disabilities that would impede educational progress. This completed information on the first child. The same information on the other younger children was requested in the order of their ages.

Before leaving a home where there were children, it was determined whether their residence was permanent or temporary. In addition, questions were asked to learn the number of occupants of the home, the number of family units in the home, and whether or not there were other smaller dwellings on the residence lot. This last question was occasioned by the fact that, in the City of Williamsburg, there are many homes so located that smaller cottages in the rear of the lot were often shielded from view.

While taking the census and calling at the homes of families, a manner of mild decorum was at all times maintained. At

no time was surprise shown at conditions of the home. The census-taker could not appear to be curious personally in asking the questions called for in the census, but rather he had to present himself as an impartial agent of the city school board. It was often necessary to listen to remarks relative to conditions of the city school, but an attitude of polite attention was maintained throughout these comments.

In obtaining reliable information at an individual dwelling, the first requirement was to adjust to the personality of the occupant. A pleasant attitude and a courteous demeanor while explaining the business of the call often was successful in overcoming belligerent attitudes. On three occasions it was necessary, before information would be supplied, to show the letter of the Superintendent of City Schools authenticating the census. At all times the business of census-taking was completed as rapidly as proper courtesy and thoroughness would permit.

The next step taken after the canvassing of homes to secure the desired information on all children from birth through nineteen years of age, was to check this canvass for completeness. Since there was no continuing census record available, and since the previous census did not complete the same age groups and was made at a time when there was an abnormal increase of population, current school records were decided upon as a means for verifying the census. It was known that a record is kept in the school as part of the Virginia Teacher's Register, giving the name of each pupil in school and listing his address and his parentage. Request was made of the Superintendent of City Schools for use of these registers for

checking the census, and permission was granted.

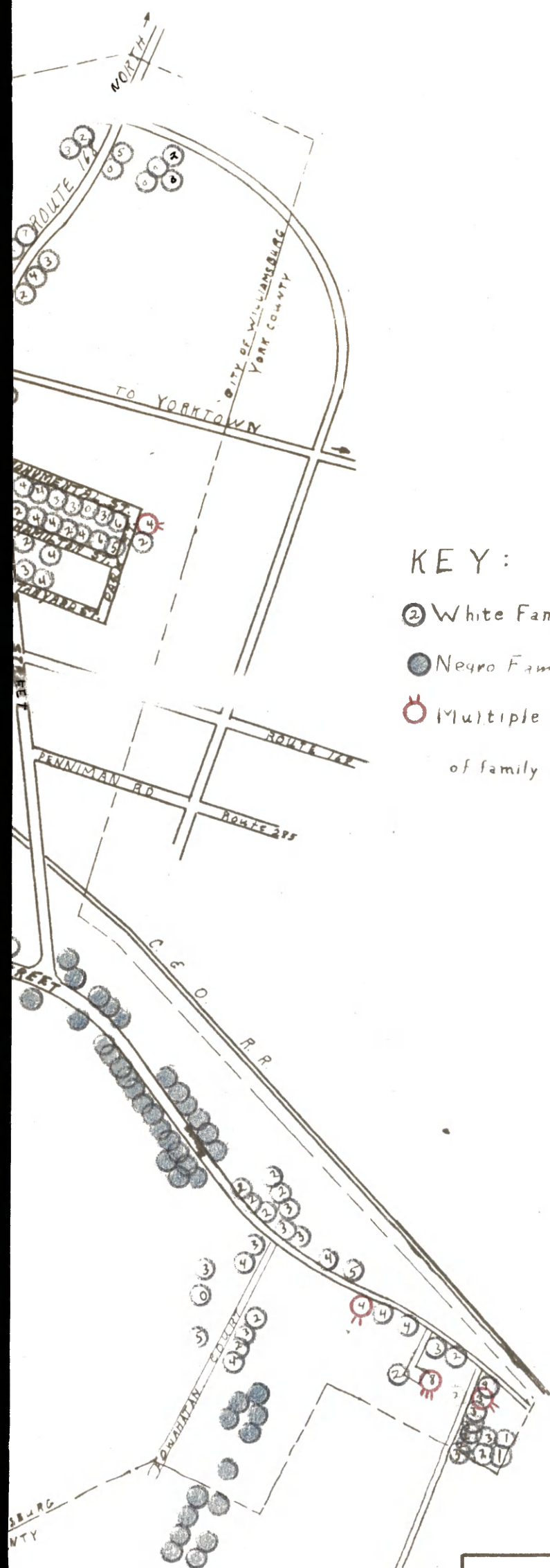
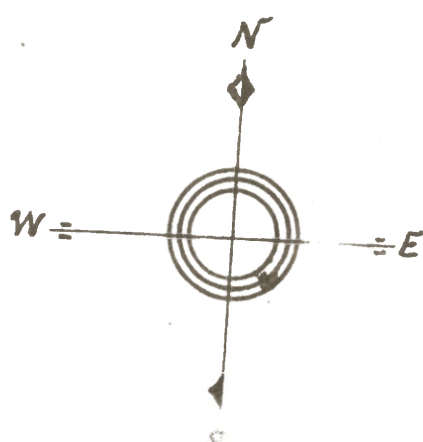
The procedure for using the school registers consisted of methodically finding pupils in the register having a Williamsburg address, and then searching for them in the census sheets. Information provided in the registers permitted comparison of name of child, birthdate, name of parent, and street address. In case the information shown in the register conflicted with that recorded in the census sheet, parents were telephoned or visited for verification. If the census sheets did not show a name the registers carried as a current student in the Williamsburg school, a visit was made to the address given for the student. Although this was not considered a complete check of the census, it was sufficient in this case to lead to the discovery of five additional persons within the census ages.

Although the task of recording the census and checking the census sheets was now completed, the associated work of preparing spot maps was yet to be done. The first of these maps, the "Residence Enumeration Map" shown as Figure 1, was prepared from the information sketched on folders during the time the enumeration was being made. As can be seen in this map, houses in the city are located and shown by means of small circles. Difference is made between white and colored family residences by means of white or blue centers in the circles, and multiple dwellings are made to stand out through use of red circles. The number of white occupants of a home is indicated by the numeral inside the circle. The number of families occupying a multiple dwelling is shown by the number of red tick marks on the outside of the symbol for the building.

RESIDENCE ENUMERATION



N



KEY:

- ② White Family Dwelling & Number of Residents
- Negro Family Dwelling
- Multiple Dwelling. Tick marks indicate number of family accommodations.

FIGURE 1

WILLIAMSBURG, VIRGINIA

RESIDENCE ENUMERATION MAP

SCALE = 1" = 600'

DATE: MARCH, 1947

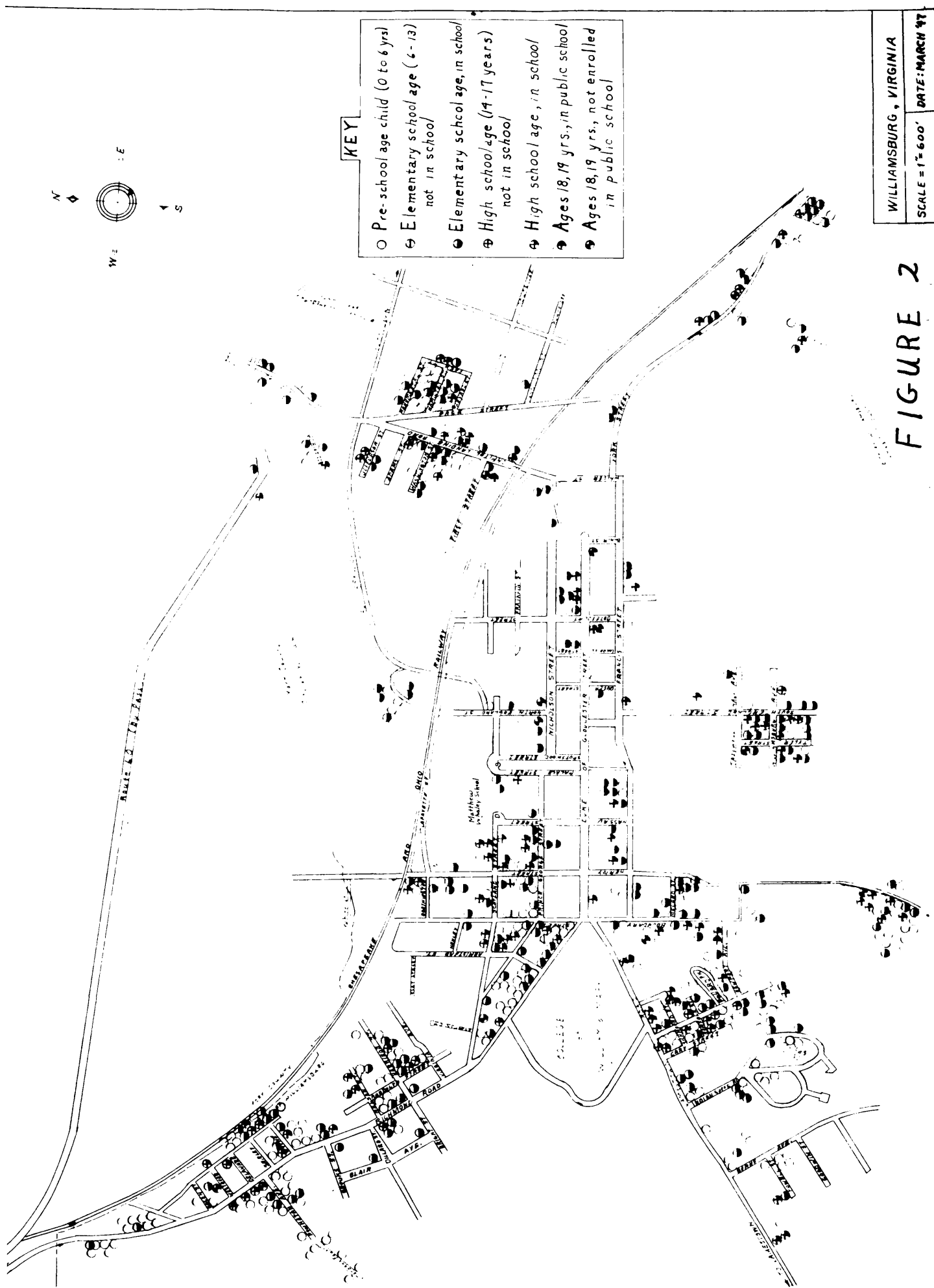
A second project was undertaken for plotting locations of the enumerated children on a blank map of the city. It was intended that this map should have value as a permanent and continuing record of approximate pupil locations, having additional value in showing pictorially the location of the school in relation to the homes of the majority of children to be served. As can be seen in Figure 2, symbols are utilized to show city locations of children by pre-school, elementary, and high school age groups, and for those persons 18 and 19 years of age. The same symbols, according to darkened or clear center portions, give information as to pupil attendance or non-attendance at school.

In summary, it can be seen that the process of taking the census as described in the foregoing paragraphs consisted of these four distinct procedures:

1. Preparation. The area was first decided upon, and then the form was approved for recording the information. Publicity was given the census through newspapers, and the census enumerator was provided with authorization for taking the census.

2. Canvass. Area maps were prepared of portions of the city to make certain that no homes were overlooked in the census. Additional information was recorded on these maps for subsequent use in supplementing the statistics on each family. Correct deportment was maintained at each home in order to secure cooperation in completing the census sheets.

3. Checking. Teacher register forms from the city school were utilized in checking completeness and accuracy of the recorded census.



4. Spot maps. One spot map was prepared showing residences, number of occupants, apartment houses with number of families occupying each, and distinguishing between colored and white family residences. Another spot map was prepared of census-age children locating them in the city by age group and showing whether or not they attend school.

CHAPTER IV

FINDINGS

After the census had been taken and checked, and school population spot maps had been prepared as described in the preceding chapter, efforts were directed toward bringing out results reflecting the situation in Williamsburg. The census enumeration had provided extensive and varied data on the school children of Williamsburg. These data were tabulated in a manner designed to facilitate interpretation.

Two immediate results of the census enumeration were noted. In the first place, the census records provide a basis upon which to set up a continuing census program. With this basic information available, individual record cards can be completed on each child enumerated. It then becomes a matter of obtaining additional information as changes occur so as to maintain this census file current and accurate.

In the second place, as a result of having located pupils on the spot map, and from review of locations on the residence enumeration map, it was determined that the school is located properly with relation to the distribution of pupil population. The city generally resembles a figure "H" in overall shape. The school building is at a nearly central position in this figure "H" with respect to the location of the majority of residences and school pupils. Further, it is remote from any negro residential section and from any business district in which there might be noisy traffic to disturb the normal operation of the school.

TABLE 1

DISTRIBUTION OF CHILDREN WITHIN CENSUS AGES CLASSIFIED
BY AGE, RESIDENTIAL STATUS, AND SCHOOL ATTENDANCE

CHILD STATUS AT CENSUS DATE	AGE OF CHILD AS OF SEPT. 1, 1947																			% OF		
	0-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOT	CR TOT
Children of College Students	9	2	4	3				1	1												20	3.25
Self-Termed Temp Residents	2	1	1	3	1	2				1		1	1							1	14	2.28
TOTAL, Temp. and Col. Student Family	11	3	5	6	1	2		1	2	2		1	1							1	34	5.53
Age 6-17, Attending Private School												1	2		1	1	1				6	.98
Age 6-17, Attending Public School																						
Outside City								1										1			2	.33
TOTAL, Age 6-17 Not In City School**								1				1	2		1	1	2				8	1.30
TOTAL, Ages 0-5	39	49	39	45	35	42															249	40.49
TOTAL, Ages 6-11							31	26	30	31	28	30									176	28.62
TOTAL, Ages 12-17													29	35	31	27	17	25			164	26.66
TOTAL, Ages 18-19																			16	10	26	4.23
TOTAL BY AGES	39	49	39	45	35	42	31	26	30	31	28	30	29	35	31	27	17	25	16	10	615	100.0

* This group does not represent a complete yearly total of births due to the date of census-taking.

** Added to this group are one student graduated, and one boy, age 17, dropped out of school.

School attendance data were consolidated by age group and afford significant information concerning the Williamsburg school facilities. In Table I, the first line represents children of college students by age in years. The significance of this information is better understood when it is recognized that, at the time of the enumeration, a number of college students with their families had taken residence in the city while attending a local college. Information from the Veterans' Administration Guidance Office indicated that an increase of this character in the city population would continue for a period not in excess of eight years, diminishing gradually during that time.

The second item shown in this table points out the number of children whose parents termed themselves "temporary residents." Within this group are included children of military personnel, temporary civilian war workers, and other persons who stated an intention of soon moving from the city.

The two groups mentioned — the children of college students and the children of "temporary residents," — were considered together as the first part of this table. The existence of a significant number of children whose residence in Williamsburg is regarded as temporary suggests that in predicting trends in school population it will be necessary to determine whether this group represents a transitory or permanent characteristic of the situation. It can be true that an equal number of such children regularly will be present in Williamsburg and will have to be given due consideration in planning school facilities and programs. Analysis of census

data over a period of several years will be necessary to discover the trend in this connection.

The second portion of the table, which is concerned with children attending schools other than the city school shows that the proportion of school population attending schools outside the city is practically negligible insofar as it affects the prediction of enrollment trends.

The data in the third section of Table I reveal that there is a trend toward increasing school enrollment in the city school of Williamsburg. The number of pre-school children in the city (shown in the Table as "Total, Ages 0-5") is 1.4 times as large as the group ranging in age from 6 through 11, and is 1.5 times as large as the group in the ages 12 through 17. This pre-school group is 73.2% of the size of the two older groups when the latter are combined, and constitutes 40.5% of the total census population. This situation indicates that the number of pupils entering school each year for at least the next six years will represent an increase as compared with previous experience. This trend, especially when considered in connection with the intention of the administration to extend the system to twelve years, points to increased enrollments in the immediate future.

For the purpose of comparing the expected increase in enrollment with the number now attending school who live in Williamsburg, a date of eight years from the present is selected. The enrollment expected at this future time will be compared with the figure 336, which is revealed by the census to be the number of children from Williamsburg actually attending the city school.

The figure 336 represents the total of the children in ages 6-17, plus 6 of the 18-19 group which are still in high school, less 8 students not in the city school, 1 student who graduated, and 1 student dropped. If the increase in school census population mentioned in the preceding paragraphs were to remain constant for the eight years, the school must be prepared to accommodate 415 pupils coming from within the city. This figure makes due allowance for drop-outs, attendance of some children at other public and private schools, and excludes the present temporary residents and children of college students. In enrollment figures based on the present trend, the total of 415 pupils is made up of 298 in the first eight grades, and 117 in the high school. This figure of 415 represents an increase of 19% over the present enrollment from the city.

Analysis of the data, furthermore, demonstrates that, in addition to population and enrollment statistics, the continuing census provides information of other types which are useful to the administrator in planning school facilities and educational programs. The vocations of parents as shown in the census sheets were tabulated. It was thought that through assembling this information, greater knowledge could be had of the home environment and background of Williamsburg children. Distinction was made between mothers' and fathers' vocations, and, further, as to whether or not in cases in which the mother was working, there was also a father in the home.

Table II shows the number of children classified by age group and vocation of fathers. In the process of classifying the vocations of fathers, certain consolidations were made on the basis

CLASSIFICATION OF CHILDREN BY OCCUPATION OF FATHERS

FATHERS' VOCATION	CHILDRENS' AGES																			% OF		
	0-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOT	GR TOT
Architect	1			1			2			1			2								7	1.22
Army and Navy	4	2	5		3	3		1	2			1	1	1	1	1	1	1			25	4.36
Banker or Mayor										1	1				1				1	4	.69	
Barber												1			1					2	.35	
Brick Mason									1											1	.17	
Butcher	1				1	1		1						1		1	1	1		7	1.22	
Carpenter		2	1				1		1			2		1					2	10	1.75	
Chemist	1	1		1																3	.52	
Clerk	1	1	1	1	1	1		2			1		2	1	1	1		1		14	2.44	
Contractor		2	1			2		1	1	1				2	1					11	1.92	
Cook or Baker	1	1		1		1														4	.69	
Crane Operator				1		1	1			2							1			6	1.04	
Dentist							1													1	.17	
Designer			1																	1	.17	
Draftsman							1													1	.17	
Driver, Taxi	1	1		1		2				1										6	1.04	
Driver, Truck	1	1				1					1			2			1			7	1.22	
Druggist			1			1					1		2							5	.87	
Educator	1	1	7	5	6	2	5	5	4	3	2	2	4	7	3	2	1	1	1	72	12.56	
Elec.-Tel. Linesman	1		2	2	2	1	1	2		3	3	1					2	4		24	4.19	
Engineer, Stationary	1	2			1		1	2	1	3	1		3	1	2	2	1			21	3.66	
Farmer, Land		1						1				1	1	1			1			6	1.04	
Farmer, Oyster						1					1									2	.35	
Finance Agent	1	2	1			1	1	1		2	1	3		1	1	1	2			16	2.79	
Fireman		1											1	2			2			6	1.04	
Foreman, Road																				3	.52	
Foreman, Building			1	3	1				1	2	1	3	1	4	1		1	1	1	20	3.49	

(Table Continued)

FATHERS' VUCATION	CHILDRENS' AGES																			% OF		
	0-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOT	GR TOT
Garage Owner or Mgr.	1						1					1			1		1				5	.87
Grocer		1	1				1		2		1										6	1.04
Guide, Tourist						1			1												2	.35
Hospital Attendant					1						1										2	.35
Laborer, Common	1	1		1											1						4	.69
Lawyer	1				1			1		1		1									5	.87
Machinist			2							1	1	2		2	1						9	1.57
Manager, Retail Bus.		7	1	5	6	4	1	2		3	4	1	3	2	2		2	2	1		46	8.03
Manufacturer															1						1	.17
Mattress Maker													1								1	.17
Mechanic	2	1			1	2	1	1	2	1	1	2	1	1					1		17	2.97
Minister		1	1	1		1			1			1									6	1.04
Musician	1	1	1																		3	.52
Owner, Retail Bus.		1	5	5	5	5	4	2	3	2	1	1	2	1	3		1	2	2	1	46	8.03
Painter	1	1	2	1					1				1		1	1					9	1.57
Photographer		2		1					1									1			5	.87
Physician	1		1				2	2	1				1	1		1	2				12	2.09
Police	1		1			1		2		1			1	1	1	1	1				11	1.92
Postal Worker	1		1	1	1	1					2		1	2					1		11	1.92
Plumber	1	1	1		1	1	1	1		1			1				1	1			11	1.92
Printer	1								2												3	.52
Public Relations							2	1			2		1		1				1		7	1.22
Real Estate	1																					
Restaurateur				1	1	1				1	1	1	1	1	1	2		2			4	.69
																					11	1.92
Salesman	2	2		1	3				2			1	1								12	2.09
Student	9	2	4	3				1	1	1	1		1	1		1	1	1	1		24	4.19
Tree Surg. or Gardener			1					1	1	1	1	1			1						5	.87
Warehouseman																						
Unemployed	1		1	1	1					1					1			1	1		5	.87
Indefinitely Classified		2	1	1	1	1	1	1	1												7	1.22

573 100

of equivalent social status and income. For example, a retired postal employee was included with the postal employees, and the owner of a fleet of taxicabs was classed with retail business owners. Employed historians were grouped with educators, and accountants were placed with the group titled "Finance Agents." With these consolidations, fifty-seven categories of vocations are represented among the fathers of Williamsburg children.

It can be seen in Table II that the largest single group of children comes from the homes of educators. This group comprises 12.6% of the total of 573 children whose fathers live in the home. The data point out also that only 0.7% of the total of 573 children are children of unskilled laborers. There were few children whose fathers were unemployed at the time of the census, as there are shown but 0.9% in this group. Children of retail business owners and business managers constitute in each case 8% of the total. Fathers who are clerks show but 2% of the children. Insofar as the occupational status of parents may be relied upon as an indication, these data reflect relatively high economic standards and educational levels in homes of Williamsburg children. If this be true, it means that pupil needs to be met by the school will be those characteristic of children relatively well-situated economically rather than underprivileged. It would mean, too, that a larger proportion of the pupil enrollment will need preparation for college than would be the case in a student body representing a wider spread of economic status.

Table III classifies children by vocations of mothers who are employed outside the home in cases where both parents are alive and participating in the home. The group of children included

TABLE III

CLASSIFICATION OF CHILDREN BY VOCATION OF MOTHER
IN CASES OF BOTH PARENTS SUPPORTING THE HOME

MOTHERS' VOCATION	CHILDRENS' AGES																			TOT	% OF GR TOT	
	0-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			19
Butcher																		1	1	2	3.13	
Clerk	1		2		2	1	1	1	1	2	2	1			4	1	3	1		22	34.38	
Dietitian		1																		1	1.56	
Head Waitress												1	1	1		1				3	4.69	
Hospital Attendant							1											1		2	3.13	
Hostess									1			1	1	1	1	1	1			7	10.94	
Hotel Housekeeper															1		1			2	3.13	
Labor Supervisor										1						1				2	3.13	
Nurse	1									1		2								4	6.25	
Physician												1				1				2	3.13	
Retail Bus. Mgr.												1								1	1.56	
Secretary		1							1		1		1							4	6.25	
Teacher			2			1					2	1	1	1						8	12.50	
Telephone Operator										1								1		2	3.13	
Waitress		1																	1	2	3.13	
																				GRAND TOTAL	64	100.00

in this table amounts to 10.4% of the total enumerated in the census. Children of mothers working in clerical positions constitute the largest single category within the table. The attraction of professional and supervisory positions seems to hold a predominant number of these mothers, since 39.1% are represented as filling such positions as nurse, physician, head waitress, and retail business manager. Seventy-three and five-tenths per cent of the children of working mothers are over nine years of age, indicating that, in general, the mothers delayed in securing outside employment until their children had attained an age at which they could assume some general domestic responsibilities.

Table IV presents by age group the number of children whose fathers were deceased or were divorced from the home, and classifies the children by vocation of the mother. The group of 42 children in this table amounts to 6.8% of the total number enumerated in the census. In this table, children whose mothers work as waitress comprise the largest single group. Of these children who were without a father in the home, 80.9% were from homes where the mother was engaged in outside employment. There were counted five children of mothers who were employed as secretary, and there were three whose mothers were employed in school teaching. It seems conclusive that the majority of mothers without a father in the home to lend financial support to the family are forced to seek employment and the work they secure is not generally at an economic and social level equivalent to that of employed mothers coming from homes where there is also a father.

TABLE IV

CLASSIFICATION OF CHILDREN BY VOCATION OF MOTHER IN CASES
OF PERMANENT SEPARATION OF FATHER FROM THE HOME

MOTHERS' VOCATION	CHILDRENS' AGES																			% OF		
	0-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOT	GR TOT
Clerk				1									1				1				3	7.14
Dispatcher											1										1	2.38
Housewife for Self									1				1	1	1	1	2	2			8	19.05
Librarian															1		1				2	4.76
Nurse								1													1	2.38
Office Manager											1				2						3	7.14
Purchasing Agent														1			1				2	4.76
Receptionist									1												1	2.38
Retail Bus. Owner													1	1							2	4.76
Secretary														1			1	2	1		5	11.90
Teacher										1				1				1			3	7.14
Waitress	1		1				1	1	2	1					1	1				1	11	26.19
																					GRAND TOTAL	42 100.00

Of the 828 families canvassed in the door-to-door census, there were found to be 452 families without children under twenty years of age, and a total of 376 families with children of census age. This means that the families with children under twenty years of age have, on the average, 1.6 children. There are only 0.8 children of census age for each family of Williamsburg. In other words, there is a greater number of families paying taxes for the support of the school than there are children in attendance at the school. This condition suggests that, since the ratio of the number of adults to the number of children to be educated is high, adequate financial support for the school program should not impose undue burdens upon the taxpayers of the city. Further, it indicates, also, that the City of Williamsburg should be financially able to provide unusually good educational facilities for its children.

CHAPTER V

CONCLUSIONS FROM THE STUDY

The school census system selected for application to the small city has been described in the foregoing chapters as a continuing census system with quinquennial corroboration. In determining the applicability of this system, a special school population enumeration was made, and the application of the findings with regard to population problems within a typical small city was noted. It was demonstrated further that use of the continuous census system, verified for accuracy quinquennially, is found to have eight outstanding advantages in its application to the needs of the small city:

1. A census system with verification every five years tends toward accuracy because of the frequent scrutiny which the record cards will receive in the process. Constant filing and revising within the files, and more general use of the census records will result in maintaining in an accurate and up-to-date manner the census information.
2. The setting of the lower limit of the census ages at the date of birth affords an accurate basis for determining age at any subsequent time, and reduces likelihood of error which may arise from having to rely upon statements of parents and acquaintances.
3. Non-attendance will be minimized through use of more accurate records. There will be constantly on hand up-to-date information giving ages and addresses of all children of the community. The system will provide information on new residents to encourage

prompt attendance of their children at school.

4. The pre-school roundup within the small city will be simplified through use of this system of continuing census. The census files will carry information since birth about each child born in the city, and will carry the required information about pre-school children also at the time they moved into the city. With this advance knowledge of children who are to enter school in the fall, the spring roundup should be smoothly carried out to cover all eligible children.

5. As a result of having prior information on so many children in the permanent census files, the periodic census can be planned and carried out in a more efficient and effective manner. Street addresses and other information useful to the enumerators will be available as a basis from which to start the enumeration, and will permit the census-taker to give special attention to additions and corrections. When the periodic census has been completed and checked, it will, through having been enumerated more systematically and more accurately, prove to be a better instrument for verifying the information already held in the census files.

6. The continuing census system permits census files to be maintained with a view to adding or deleting certain portions of the information, or even amending the forms used. Since the quinquennial canvass of the city reaches all homes, it is possible at these times to secure conveniently desired additional information.

7. Improved administrative efficiency will result from these more accurate and up-to-date records. Totals from the census

files will always show the present status, and records of totals will prove to be of value in reflecting trends. Statistical reports can be prepared accurately and completely. Plans and designs for the future can be based on facts.

8. In small cities, it is often found that the school is a frequently-used source of information for community agencies which desire to know about children in school, and even concerning children who have left school. The record on the child, therefore, can be of service to other community agencies as well as to the school.

As indicated at the outset, this project was undertaken to secure a background of experience and understanding in light of which a practicable and efficient continuous census system, appropriate for use in a small city might be developed. In the paragraphs which follow, a system is outlined which experience in the Williamsburg situation supports as meeting the criteria set up at the beginning of the report. These criteria are that the proposed system should be "simple, efficient, and effective."

Procedures

The following six procedures must be performed in establishing the census system recommended in this study:

1. Complete a thorough and accurate census enumeration.
2. Check the census enumeration for completeness and accuracy.
3. Transfer the census information to individual record cards.
4. File the census record cards in the office of the

Superintendent of Schools.

5. Systematically add information that will maintain the records up-to-date and accurate.

6. Quinquennially take a canvassed enumeration of the city to verify accuracy of information in the census files.

Personnel

The key figure in the continuing census system of a small city is the school superintendent. It is his personal interest, supervision, and inspiration that will keep a continuing census system alive and accurate. His own understanding of the census system and his personal conviction of the value attached to an accurate census must inspire attitudes in his subordinates that will result in thorough census reporting and careful clerical recording. Slipshod, half-hearted guesswork cannot be tolerated in the continuing census. All reporting must be the result of thorough investigations, and there should be no delay in recording new information in the census records.

The secretary to the school superintendent is suggested as the person to be designated as responsible for receiving reports, maintaining census records, and performing other related secretarial duties. Although these duties might appear to entail considerable labor, the actual work to be performed by the secretary depends upon frequency of residence changes. It should not be necessary to employ additional secretarial assistance to maintain a set of continuing census records in the typical small city where the population is fairly static.

There will have to be a person employed to gather census data at individual homes, to contact the health department and utilities companies for residence changes revealed there, and to coordinate reporting and maintain liaison among the district enumerators. Where a visiting teacher is employed she can assume much of the responsibility for performing these functions. Where a visiting teacher is not available, it is suggested that a capable teacher be selected from the public school and freed to perform these duties during afternoons in place of her regular classroom teaching. Since the duties of maintaining the continuing census correspond in part to those usually associated with a visiting teacher, this teacher may be designated as "visiting teacher." In conjunction with duties of maintaining the continuing census, the visiting teacher will be an interpreter of the school program to the community.

In the situation studied it appeared necessary that an agency close to individual homes be established to report changes of residence which affect data in the continuing school census. The initial arrival or final departure of residents in the small city becomes general knowledge within a neighborhood. A representative from each residential district, therefore, should be designated to report to the census office the census changes within his area of the city. Since the Parent-Teacher Association is strong and cooperative, it was believed that in Williamsburg there should be selected from this body, on the basis of willingness to serve, special ability, and current residence, a group of twelve agents for reporting the residence changes in the several

sections of the city. Appendix B shows a suggested partitioning of the city for appointment of the district census representatives. In a city where this or a similar organization willing to undertake this function cannot be found, it is suggested that the school board select a responsible person in each area and pay him a reasonable fee for reporting changes of family status or residence. The area served by one reporter should be small enough to enable him to have personal knowledge of each of the families in it — in some cases, perhaps, a single city block. This close-to-the-home reporting completes a network for supplying information to keep the continuing census up to date.

The quinquennial census enumeration may well be taken by teachers of the school. The many acquaintances made in the rounds of taking the census are valuable to teachers. From many parents there are comments on the school made as suggestions or criticisms. In this way the periodic census provides a good opportunity to assess the opinion of the community regarding its school.

Materials

Materials necessary to establish the selected continuing census system in the small city are listed in the following paragraphs.

The form used in the census enumeration discussed in this report has been described in a foregoing chapter, and accompanies this report as appendix A. A form similar to this will be the first required in establishing the continuing census system. Information provided by this enumeration form constitutes the basic

data for setting up the census system. It is recommended that this form be amended to provide for specifying the evidence upon which the date of birth of a child is given.

It is recommended that maps be drawn up to include much of the information given in the census. Where blank maps of the city are not available, they can be drawn and reproduced at small cost. A wall map with pins inserted in it to locate school children should prove helpful to the administrator. The maps drawn to include information from the census enumeration in the City of Williamsburg are shown as Figures 1 and 2, pages 19 and 21, respectively.

The essential portion of the census record is the individual card made out for each census-age child who resides within the area covered by the census. Information about the children to be carried on these cards depends upon the possible use to be made of the census data.

Appendixes C and D show a suggested census record form for use in the City of Williamsburg and for use as a guide in composing a record form for other small city school systems. The information to be recorded on this form is essentially the same as that recorded in the periodic census. In general, this census form requires entry of the child's age, place of residence, parentage, physical condition, educational record, and followup after termination of education in the public school. The size of the suggested card is five by eight inches.

Appendix C shows the front of the individual record form. The first spaces here provide for entry, by surname first, of the child's name and that of his parents or guardians. The telephone

the family is to be entered when available because of the greater efficiency this allows in contacting a family when necessary. The sex of the child is to be shown by circling either the letter "M" or "F". Date of birth is provided for in the upper-right-hand corner in a subdivided block.

The remainder of the front side of the individual census record card is given to entries of periodic notations. These entries are to be made as the result of information secured through the quinquennial census, and as a result of information obtained by the visiting teacher or other designated person. There are separate lines provided, each of which allows for an entry giving date of the notation, age of child as of September 1st, residence, grade, and school attended. Spaces are then provided for additional information of value to a school administrator. The date of withdrawal of the child is to be shown, with the reason for withdrawal. The location of place of employment is to be given as it may be applicable in the particular case. Adequate information in these two blocks will suggest areas in which the school program is securing good results and areas in which it should be strengthened. It will also allow for followup on the students who have attended the school.

The reverse side of the individual census record card, shown as Appendix F, is divided into two sections. The first part corresponds with the physical handicap section of the census enumeration sheet. Here are explained physical disabilities of hearing, vision, speech, crippled condition, and mental deficiency. These handicaps are indicated for the child who might need special treatment for proper education. The other half of this reverse side

provides space for appropriate and significant comments concerning characteristics of the child himself, and of the home or community environment from which he comes.

There will be required a form for taking subsequent quinquennial census enumerations. This form need not vary greatly from the one used in taking the initial census explained in Chapter III of this report, and shown in Appendix A. Information can be added to this form as desired by the chief school administrator. It is recommended that the form used for the census be printed on cards to facilitate filing. These cards can be filed alphabetically after information has been transcribed from them to the individual record cards, and will then form a permanent record, sufficiently durable for secretarial handling. It is not recommended that these cards be maintained as a continuing census form, thereby duplicating information shown on the individual record cards. These cards will be valuable, however, in that they show complete family groups, and will be useful in checking the next quinquennial enumeration. At the conclusion of each five-year census, the more up-to-date forms will replace the older ones in the file.

The census files need not be elaborate to be efficient. it is not necessary for the small city to purchase visible index files before launching a continuing census system. If the school budget permits purchase of a visible index file, greater efficiency and better appearance will result, but standard cabinets will suffice for the small city.

Two additional forms are recommended for the use of

principals of schools in conveying to the census office information needed to provide up-to-date information, and to check information received from other sources, such as, visiting teachers, attendance officers, or block area reporters. These forms are shown in Appendixes E and F. Their use is described in the section dealing with utilizing "Information Contained in School Records," page 141.

Sources of information concerning census changes.

In the process of enumerating the school census in Williamsburg, community agencies which might possibly provide information on residence changes, births, and deaths were surveyed. In selecting the agencies from which useful information might be secured, consideration was given to the location of the agency, adequacy and accuracy of information that could be furnished, and ease with which such information could be obtained. In keeping with these criteria, the following paragraphs describe agencies in Williamsburg which were found to possess information useful to a continuing school census system. Since Williamsburg was selected as a typical small city, these same agencies are to be considered when instituting the continuing census in any similar small city.

1. Information contained in school records. The public school was recognized as a logical agency for reporting information on children entering and leaving the city. The school learns of many moves within the district since a record of pupil addresses is maintained by each teacher in her register. It was known, too, that pupils often tell teachers of new neighbors having moved into the community. To report this information to the census office,

two forms have been devised. The first of these, "Weekly Report of New Entrants," shown as Appendix E, is to be submitted at the close of each school week by the school principal. This form provides information on each child as to grade, name, date of enrollment, present address, former address, and name of school formerly attended. In the case of a child reported on this form, it is expected that a representative of the census office will call at the home to complete information on this child and any others of the same family, and at the same time to express the friendly interest of the school in the family and its children.

The report form entitled "Weekly Report of Withdrawals," shown as Appendix F, is to be used by the school principal at the close of each school week in reporting to the census department all withdrawals, whether the student has quit school, changed to a private school, or moved to another community. Information to be included in this report will give grade, name of pupil, date of withdrawal, new address, employment or new school address, and remarks or reasons for withdrawal.

These reports, it is believed, will not add materially to the clerical work of the principal's office for, unless the population of the city is especially mobile, in most of the weeks the only report necessary would be "no change." The procedure, however, would necessitate provision for systematic and regular reporting each week.

2. The Health Department. It was learned that the Health Department serving the Williamsburg area could furnish information

on births and deaths occurring within the city. Such information is gathered by this department and consolidated for submission to the State Bureau of Vital Statistics. With proper arrangements made in advance, an agent of the census system should call at this public office weekly to obtain current information on births and deaths within the city. Other small cities may arrange with similar governmental agencies in their districts to obtain such information.

3. Utilities offices. Utilities offices are informed of changes in residence in order that their service will be supplied or discontinued. In the City of Williamsburg, there is an independent company furnishing electricity to homes, and the supplying of water is a municipal function. The services of both of these utilities have been extended to all sections of the city. In the business office of each of these services, there are cards kept on all residences, arranged by streets, showing the name of the head of the family currently occupying each dwelling. In order that the census department might take advantage of such valuable information, there should be advance arrangements made so that a representative could call weekly at either or both of these utilities offices to gather information on the most recent residence changes within the city. If a new resident of the city is shown in the utilities files, a representative of the census department will call on the family in order to record data on members of the family who are of census age. If there is reported a change from one dwelling to another within the city, entry of the change should be made on the record cards of children belonging with the family

which has moved.

4. Other agencies. In developing the continuing census system in a small city, there are other agencies which may be utilized in discovering residence changes. Added to the ones suggested for Williamsburg in the foregoing paragraphs are: mail delivery employees, local press notices, school-age children responsible for a single block, home and school visitors, moving van companies, and police officials. All of these agencies in their normal activities become acquainted with community residence changes. It should not be difficult for the school administrator to secure their cooperation through explaining the uses to be made of information they are able to furnish.

Supplementary suggestions

In order that the individual census cards may be properly completed and the continuing census system adequately begun, plans must be made in advance. Information from enumeration sheets of the recorded census must be transferred without delay to individual record cards. Agencies reporting births, deaths, and residence change must begin functioning in an area as soon as the house-to-house canvass has been completed there. If this is not done the continuing census misses some occurrences and becomes inaccurate at the start.

From experience in verifying the accuracy of the census described herein, a need for more adequate methods of checking was realized. There are two ways this verification might be completed in the small city. At an assembly period in the public school in which groups are organized according to the section of the city in

which they reside, the names recorded in the census may be read by street and verified for complete coverage. A second method is possible where a system of block wardens or enumerators has been established. Upon completion of the census, lists of names by family in the different sections of the city should be typed. These lists may be given the block warden to be checked for completeness and accuracy. Any omissions of individuals or families reported by area checkers should be rechecked by the census enumerator.

Changes in the items of information included in the enumeration forms should be made only at regular census periods. If the change is not regulated to occur at the regular census time, a special census for desired information will be necessary, entailing added cost for maintaining the school census. Questionnaires cannot be used unless there is complete return; besides, they do not have the personal touch that results in accuracy and completeness of reply.

If it is desired to condense the data secured in the census for ready reference or for distinguishing trends over a period of several years, a statistical summary form may be made annually and either bound or filed with summary sheets for preceding years as they accumulate. This summary form may follow the organization of the periodic enumeration sheets, and may include as many or as few of the items as may be desired.

As pointed out in this study, the data yielded by the continuing school census is essential to predicting future school enrollments. It should be borne in mind, however, that over a

period of several years these data should be supplemented by information secured from business and industrial enterprises in the community as to contemplated expansions or reductions of activities which would result in increasing or diminishing the number of persons employed. Changes of this nature would affect the number of families in the community and, consequently, the number of children in the census ages. If such factors are not taken into account, long range predictions may prove to be seriously in error.

The experience of the investigator in carrying out the project and the evidence developed in the report lead him to the belief that a continuing census system, organized and conducted in the manner just described, and adapted where necessary to the characteristics of a particular situation, will be found to be "simple, efficient, and effective."

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BIBLIOGRAPHY

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Letters and Pamphlets

Received from school officials in nine states in response to
letter of inquiry — Appendix G

PARENTS OR GUARDIANS

() PERMANENT RESIDENT
() TEMPORARY RESIDENT

NAMES	ADDRESSES		OCCUPATIONS		Distance in Miles From	
	(4)	(5)	(6)	(7)	School	Bus Route
(7)	(8)	(9)	(10)	(11)		

Names and Data for all Persons in Family Who Will Not Have Reached Their Twentieth Birthday on September 1, 1947

(12) NAMES OF CHILDREN (Write surnames first and give christian name in full)	DATES OF BIRTH			Age in Years as of Sept. 1, 1947	School Grade Attained	*Male Female	§ ATTENDING SCHOOL			EXPECTS TO ATTEND NEXT YEAR		Unable to read or write	† REQUIRING SPECIAL EDUCATIONAL FACILITIES BECAUSE OF PHYSICAL HANDICAPS				Mental Defect	
	Day	Mo.	Year				Public	Private	None	Yes	No		Impaired Hearing	Impaired Vision	Speech Defect	Crippled Condition		++ Other Defects
a.																		
b.																		
c.																		
d.																		
e.																		
f.																		
g.																		
h.																		
i.																		
j.																		

32. Explain here the extent of handicaps reported in Columns 26 to 31

*Check (V) the proper information in columns 18 to 31, inclusive.

§ If the census is taken during the summer vacation check those attending the previous session.

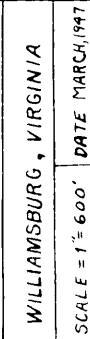
† Special educational facilities are required when the child is unable to make satisfactory progress in the regular public schools without special attention.

++ In column 30 check those children whose physical activities are limited because of heart trouble, tuberculosis, epilepsy, malnutrition, etc.

REMARKS:

APPENDIX A

CENSUS ENUMERATION FORM ADOPTED FOR USE AFTER SLIGHT MODIFICATION



WILLIAMSBURG, VIRGINIA

CHILD

FATHER, GUARDIAN

MOTHER

DATE OF BIRTH YR. MO. DAY
PHONE NUMBER
EVIDENCE * A B C D

LAST NAME FIRST NAME MIDDLE NAME
LAST NAME FIRST NAME MIDDLE NAME

AGE SEPT. YEAR YRS MOS NO ADDRESS STREET GRADE SCHOOL ATTENDING WITHDRAWAL DATE REASON FOR WITHDRAWAL EMPLOYMENT LAST WORK

CARD WILL BE KEPT IN ACTIVE FILE AND MAINTAINED FOR CONTINUOUS ACCURACY AS LONG AS CHILD IS OF CENSUS AGE AND LOCATED WITHIN SCHOOL DISTRICT.

APPENDIX C FRONT SIDE OF INDIVIDUAL CENSUS RECORD FORM

A BIRTH CERTIFICATE
A BIBLE RECORD
C STATEMENT OF PARENT
D OTHER

REQUI

PHYSICAL

IMPAIRED HE

IMPAIRED VISION

SPECIAL DEFECT

CRIMINAL CONDITION

OTHER

MENTAL DEFICIENCY

REMARKS

APPENDIX D

REVERSE SIDE OF INDIVIDUAL CENSUS RECORD FORM

WEEKLY REPORT OF NEW ENTRANTS

IF NO NEW ENTRANTS DURING WEEK, REPORT SO STATED MUST BE SUBMITTED.

WEEK ENDING

19.

SCHOOL

SIGNATURE

REPORT DUE EACH SATURDAY NOON.

GRADE

STAND

53322

EFFECTIVE DATE
OF ENROLLMENT

ADDRESSES

FORMER
ADDRESS

NAME OF SCHOOL
TRANSFERRING
FROM

1957

FIRST

MIDDLE

710

11203

32 32

02

STREET

WEEKLY REPORT OF WITHDRAWALS

IF NO WITHDRAWALS DURING WEEK, RETURN TO STATING MUST BE SUBMITTED

[illegible]

508 Tyler Street
Williamsburg, Virginia

The Superintendent of Public Schools
New Brunswick, New Jersey

Dear Sir:

I have recently written to the State Department of Education of New Jersey requesting information about systems of continuing school census, and in reply that office has referred me to you for what information I am able to obtain.

My request is simply to determine the various means of maintaining the continuing school census, and the forms employed in the maintenance of the same. The information gained is to be used in a study of the continuing school census that I am now conducting. Such information as you will be able to allow me will be of value in completing this study and consequently in helping others.

I thank you in advance for your assistance.

Very truly yours,

Horace J. Good

APPENDIX G

SAMPLE OF LETTER REQUESTING INFORMATION
WHICH WAS SENT TO SCHOOL SUPERINTENDENTS

VITA

Name:- Horace James Good

Born:- State of Pennsylvania, April 28, 1919

Degree:- B.S., Appalachian State Teachers College, 1940